

Good afternoon Senator Fonfara, Representative Horn, and the distinguished members of the Finance, Revenue and Bonding Committee:

My name is Cathy Ramin and I live in Guilford.

I'm a member of the New Haven Federation of Teachers Local Union #933 and have been proud to join with this organization to fight for equal access to education for all of Connecticut's students.

We belong to Recovery For All – a statewide coalition fighting for a better future for Connecticut, bringing together more than 60 community, faith, and labor organizations.

I am testifying in strong support of House Bill 5673: An Act Concerning The Reformation Of Certain Taxes And Tax Equity. As the wealthiest state in the country, Connecticut should be a shining example for the nation where every family has what we need to live a good life. But instead we have a state where hundreds of thousands of working people are struggling to raise families, even while a handful of wealthy corporations and wealthy residents are getting even wealthier. The scale of this crisis demands a bold response—people are suffering and our state has a responsibility, and has the resources to enact policies that provide for Connecticut families.

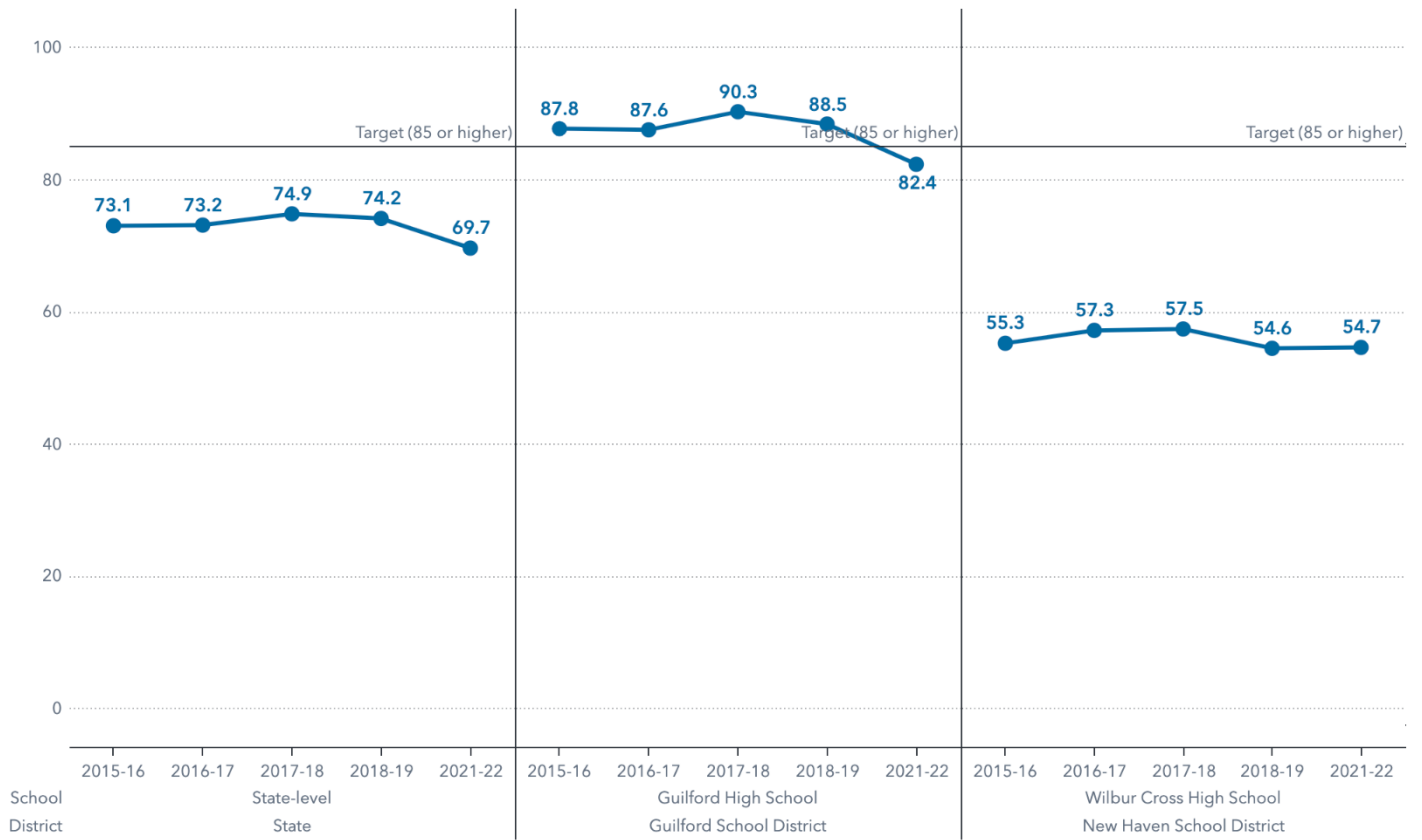
As a mother in Guilford and a teacher in New Haven, I have seen firsthand the vast discrepancy in educational opportunities for students in Connecticut based on zip code. While children in the community in which I live have access to state of the art technology, course offerings and enrichment opportunities, children in the community in which I teach are going to classrooms with no teachers, crumbling school facilities and antiquated technology. According to Connecticut Voices for Children, Connecticut has “the third highest level of pre-tax income inequality” in the nation and the impact of this inequality is abundantly clear not only in our classrooms but also in post graduation outcomes¹. According to the Connecticut State Department of Education's District Profile and Performance reports, just 20% of 11th and 12th graders in New Haven met the benchmarks for postsecondary readiness in 2021 compared to 64% of students in Guilford and a state average of 43.5%². In fact, Guilford outperforms the state average in every indicator in the Accountability Index while New Haven underperforms. Students in New Haven are no less capable of reaching these benchmarks than students in other districts, however they often face additional barriers such as the legacy of years of racial inequality and the current unfair tax system that burdens low income families in Connecticut. Again according to the CT Voices for Children report, Connecticut residents in the lowest income bracket have an effective tax rate of 25.96% as opposed to a 6.64% rate for those in the wealthiest brackets. It is time to do something to address this inequality and try to even the playing field for our most vulnerable citizens. The revenue raised from this bill could be used to help fund supports such as those seen in [California's community schools model](#) that seek to minimize barriers to education by partnering with community and government agencies to address the needs of students and families.

We have an unprecedented opportunity – and the resources – to create a state where everyone has good healthcare to lead healthy lives, high quality childcare and schools for their kids, a good job to support their families, and a safe place to call home. **I urge the Committee to have the courage to make the right choice and pass House Bill 5673: An Act Concerning The Reformation Of Certain Taxes And Tax Equity.**

Thank you,
Cathy Ramin
Guilford, CT

1: CT Voices for Children: [The Case and Policy Options for Improving Connecticut's FY 2024-FY 2025 Budget](#)
2: [EdSight Reports](#)

Accountability Index¹



¹ The overall Accountability Index is the percentage of total possible points earned on all available indicators

11th and 12th Graders Demonstrating Postsecondary Readiness ¹

	Participation ²	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	94.4	324	24.5
Male	88.8	197	16.8
Non-Binary	N/A	N/A	N/A
Black or African American	88.9	138	14.7
Hispanic or Latino	92.7	185	16.5
White	96.4	149	45.2
English Learners/ Multilingual Learners	88.7	23	6.4
Eligible for Free or Reduced-Price Meals	90.7	232	13.9
Students with Disabilities	74.7	16	3.3
District	91.8	521	20.9
State	95.0		43.5

¹Students demonstrate postsecondary readiness through at least one of the following:

- ² SAT³ - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ² ACT⁴ - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- ² AP⁵ - 3 or higher on any one AP⁵ exam
- ² IB⁶ - 4 or higher on any one IB⁶ exam
- ² Earning three or more non-remedial college credits cumulatively during high school.

²Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT³ and AP⁵ statistics derived from data provided by the College Board.

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ACT⁴ statistics derived from data provided by ACT, Inc.

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IB⁶ statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2021	Class of 2020
	Entrance ¹	Persistence ²
	Rate (%)	Rate (%)
Female	58.0	79.0
Male	43.6	69.1
Non-Binary	N/A	N/A
Black or African American	49.9	71.0
Hispanic or Latino of any race	46.5	75.9
White	66.9	82.6
English Learners/ Multilingual Learners	33.8	85.3
Eligible for Free or Reduced-Price Meals	45.4	71.5
Students with Disabilities	29.9	60.0
District	51.1	75.1
State	66.1	84.9

¹College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

²College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

11th and 12th Graders Demonstrating Postsecondary Readiness ☐

	Participation <input type="checkbox"/>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.9	*	*
Male	*	187	64.9
Non-Binary	*	*	*
Black or African American	*	*	*
Hispanic or Latino	97.8	23	50.0
White	97.7	307	64.9
English Learners/ Multilingual Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	25	41.7
Students with Disabilities	81.4	13	15.1
District	97.0	372	64.8
State	95.0		43.5

☐ Students demonstrate postsecondary readiness through at least one of the following:

- ☐ SAT[®] - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ☐ ACT[®] - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- ☐ AP[®] - 3 or higher on any one AP[®] exam
- ☐ IB[®] - 4 or higher on any one IB[®] exam
- ☐ Earning three or more non-remedial college credits cumulatively during high school.

☐ Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

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College Entrance and Persistence

	Class of 2021	Class of 2020
	Entrance <input type="checkbox"/>	Persistence <input type="checkbox"/>
	Rate (%)	Rate (%)
Female	88.4	91.9
Male	77.4	93.7
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	84.6	91.2
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	68.3	90.9
Students with Disabilities	71.0	*
District	82.8	92.7
State	66.1	84.9

☐ College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

☐ College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse